

Principle 2 :: Table of Contents

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SPECIAL INSTRUCTIONS FOR PRINTING HANDOUTS TO PHOTOCOPY

Whenever pages from the ECR 3-5 Literacy Training curriculum will be photocopied in black-and-white for distribution to participants, the master pages must be printed in black-and-white. DO NOT PHOTOCOPY A COLOR PAGE. PHOTOCOPYING A COLOR PAGE WILL NOT PRODUCE THE BEST QUALITY DOCUMENT. To create the best masters for photocopying, check your printer options and set it for black-and-white output, or notify your printing company (AEA, local print shop, Kinko's or other quick-printer) to set the output options for black-and-white-only printing.

3-5 yrs **READING** **Every Child Reads**

Principle 2

- Children need to re-tell stories from personal experiences and books




REPRESENTATION • REPRODUCTION • PERMISSIONS • 01

3-5 yrs **READING** **Every Child Reads**

Review

- Find your peer partner and join another pair to form a group of 4
- Review what you learned from completing the assignments and your questions
- Report what you learned to large group




REPRESENTATION • REPRODUCTION • PERMISSIONS • 01

3-5 yrs **READING** **Every Child Reads**

Principle 2
Practice Re-telling Stories

- Children need to practice re-telling stories from books



REPRESENTATION • REPRODUCTION • PERMISSIONS • 01

3-5 yrs **READING** **Every Child Reads**

**Principle 2:
Practice Retelling Stories**

Outcomes

- Adults will model retelling stories.
- Adults will frequently encourage children to retell and expand on stories from books.

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3-5 yrs **READING** **Every Child Reads**

**Principle 2:
Practice Retelling Stories**

Iowa Early Learning Standard

- Children understand and use communication and language for a variety of purposes.

Benchmarks

- Children show a steady increase in listening and speaking vocabulary.
- Children speak in sentences of increasing length and grammatical complexity.




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3-5 yrs **READING** **Every Child Reads**

**Importance of
Retelling Stories**

- Practice recalling information from beginning to end
- Develop story understanding (comprehension)
- Improve oral language skills
- Increase awareness of story structures (setting, characters, problem, solution)
- Life-long social skill



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3-5 yrs **READING**
Every Child Reads

How does a child...

- Develop story re-telling skills?
 - Sharing stories with adult help
 - Listening to adults retell stories from books, newspapers, or magazines
 - Practicing re-telling stories after a book has been read to them




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3-5 yrs **READING**
Every Child Reads

Story Re-telling Strategies

- Model re-telling stories from books
 - Ask children to re-tell stories after reading a book




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3-5 yrs **READING**
Every Child Reads

Story Re-telling Video

- Look for story re-telling examples of...
 - Pictures / props
 - Prompts
 - Books
 - Individuals
 - Groups




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Steps to Re-tell Stories

- Prepare the child
 "Listen carefully, since I want you to tell me the story again after I read the book."
- Provide specific directions for re-telling the story
 "I just read the story (name of book). Please tell me the story again, and please I have never heard it before."
- Use prompts only as needed
 "Once there was..."
 "One day..."

Plan a Story Re-telling Activity

- Plan a story re-tell activity using Handout R-14
- Select story to re-tell after reading book
- Describe how you will setup the story re-tell activity... what props are needed and directions for the child
- Take 10 minutes to plan



Principle 2: Key Point

- Children need to practice re-telling stories from books



Stages of Re-telling and Reading Stories

| AGE | STAGE |
|----------------------------|---|
| 12-18 months | A child's first attempt to retell what is actually in a book using 'book babble.' 'Book babble' is jabbering as a child looks at a book in a way that sounds very much like reading. The words are mainly nonsense words. |
| 16-20 months | A toddler shows empathy for characters or situations depicted in books. For example, pretends to cry after being told that a character in a book is sad. |
| 20-26 months | Child talks about the characters and events in storybooks, suggesting understanding of words read; relates events in books to his/her own experiences. (Schickedanz, 1999) |
| 2-1/2 to 3 years | Child begins to notice details in books and comments on them. Also recites whole phrases from favorite stories and may ask to 'read' books to the adult. Children who pretend to read at an early age are more likely to become successful readers later. (Burns et al, 1999) |
| 3 to 5 years | <p>Preschoolers' reading patterns:</p> <ol style="list-style-type: none"> 1) The child relies on the pictures, not the print, to 'read' the stories. Reading consists of descriptions about the pictures but does not tell a story. (Example: "The Little Red Hen has on a red dress.") 2) The child uses the pictures to read the story, but it sounds more like talking than book language. (Example: "First, planted seeds.") 3) The child uses the pictures, and the story sounds like book language. (Example: "Once upon a time, there was a little red hen.") 4) The child uses the print to tell the story, and it sounds like a real story. (Sulzby, 1985) |

Encourage Children to Re-tell Stories

CHILDREN CAN BE ENCOURAGED TO RE-TELL STORIES WITH THE FOLLOWING ACTIVITIES

Flannel boards

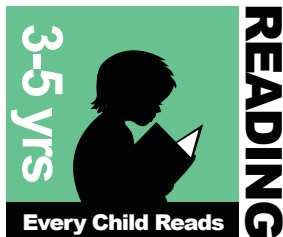
Flannel board cut-outs provide an easy way for children to retell a personal story or a story after a book has been read. A variety of different cut-outs could be used for children to make up their own story. Some companies sell flannel board cut-outs for popular stories or cut-outs can be made. The adult can help the child with the retell task by first placing the cut-outs on the flannel board. Later, the adult may allow the child to select the cut-out(s), place them on the flannel board, and retell the story on their own.

Dramatic play

Various dress-up clothes and props may be provided for children to create their own stories. Also, after a book has been read, provide props or objects to act out the story. Children enjoy playing dress-up and will practice many language skills retelling the story with a few props. Don't forget to let children practice the big show with an audience!

'Pretend story' retelling

Children have been using puppets, dolls, and other props to tell stories for many years. In addition, children benefit from using puppets, dolls, masks, or dress-up clothes to act out stories that have been read to them. At first, the adult must provide much encouragement and support, but soon, children enjoy the activity and provide the story (Burns et al, 1999).



Activities to

Encourage Children to Re-tell Stories

Storyteller chair

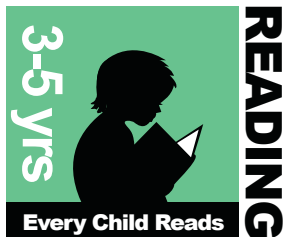
A *storyteller chair* is a fun way for children to share stories and one of the best ways to encourage children to practice story retelling. Adults need to model sharing their own experiences sitting in the storyteller chair. Children hear adults telling other adults about personal events everyday. “Guess what happened to me yesterday?” Adults need to provide a model and tell children their own stories (when they were little or when something special happened to them). After a weekend, holiday, or birthday is a great time to ask a child to sit in the storyteller chair and share a story. This storytelling activity helps children begin talking about their own ‘stories.’ Also, stories may be told after reading books in the storyteller chair.

Child reads stories

Usually, the adult does the reading and the child does the listening. Turn the tables and encourage children to become the reader or storyteller. The adult may have to begin by asking a question or making a comment. For example, in the story *The Napping House*, the adult could say “There was a house, a napping house, where...” The child would respond, “Everyone was sleeping.” After the child responds, rephrase his/her answer and expand on it by adding information. The adult might say, “Yes, everyone was sleeping. Who was sleeping on the bed first?” The child should respond, “A snoring granny, in a napping house, where everyone is sleeping.” If the child is unable to continue and put several sentences together, proceed through the story assisting in the same fashion (Burns, et al, 1999).

Child dictates stories

Children can dictate to the teacher or parent sentences or a story about a picture that they have drawn after reading a book. The adult can write the sentence or story on the child’s paper or attach it to the child’s paper.



Activities to

Encourage Children to Re-tell Stories

Write a sequel to stories

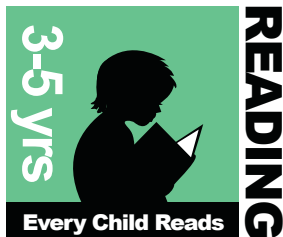
Pretend that children are authors and illustrators of books. Have children write sequels and draw their own pictures. Their work may be posted in the literacy area of the room for enjoyment of all children.

Create a mural

Create a mural with children showing their personal stories about swimming, making cookies, or sleeping. Also, a mural may be created to sequence events in a story. Read the story again while looking at and talking about the mural.

Child tells story by self

Although it is fine for children to retell stories with props and cues, once in a while, it is important for adults to encourage story retelling on the child's own. Retelling stories on the child's own lets adults know the child's level of understanding of the story, skills at sequencing story events, and recall of meaningful information from the story. Story retell can be set up in centers with one child retelling stories to other children, an older child, or an adult such as the teacher or volunteer grandparent. Once again, personal stories may be shared for a particular topic or experience. Also, children may tell about an experience similar to the story in the book. For example, children might share their experience of how they get ready for bed every night, as in the book *Goodnight Moon*. Children may share their experiences with bread, as in the book *Bread, Bread, Bread*. Children may share how their mother bakes bread or buys it at the store; their favorite way to eat bread with something, like peanut butter and jelly or hot dogs; their experience feeding bread to birds or ducks; and so forth.



Suggestions to Help Children

Re-tell Stories from Books — All by Themselves

RE-TELLING STORIES IS AN IMPORTANT STRATEGY to engage active participation from a child. Retelling stories helps a child develop comprehension, language skills, and an awareness of story structure (characters, problem/solution, episodes, and so forth). Rather than recalling pieces of information in the teacher-posed question activity, the child has to recount story details in an organized sequential pattern (Morrow, 1985). The adult can provide a lot of cues, minimal cues, or no help in story retelling.

A child develops story retelling skills beginning with personal events, books, and expository experiences — information to instruct or explain (Hughes, McGillivray, and Schmidek, 1997). Each type of story retell event progresses from few words to many words and sentences. Retelling a story is not easy for children, even though they have heard countless stories from many adults. However, story retelling does become easier with practice. The following suggestions will help guide parents and teachers in developing story-retelling skills in children.

Prepare the child to retell the story

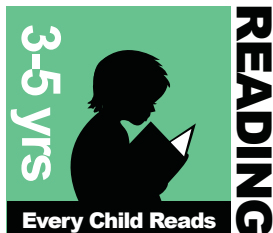
Before reading the story, tell the child to listen carefully since s/he will be asked to retell it (Morrow, 1989). For example, tell the child s/he will need to remember what happened at the beginning, middle, and end of the story, if the intent is to practice sequencing information. If the intent is to make inferences, the adult would tell the child to think of things that have happened to them like the characters in the story.

Set the stage

Children will share less information and fewer details if they know the adult has heard the story or has just read the book (Morrow, 1989). Therefore, it is important to ask the child to retell the story as if the adult has never heard it before. This sets the stage for the child to share as much information and language skill as possible. The adult could use the cue, "I just read the story (name of book). Please retell the story and pretend I have never heard it before!"

Use prompts (only if needed)

Sometimes it is difficult to start telling a story (Morrow, 1989). It is acceptable to provide a word or phrase to start the child retelling a story. For example, the adult could suggest, "Once there was..." or "One day..." If the child has difficulty remembering a part of the story, ask, "What happened next?" or paraphrase the child's last sentence, "She ran through the forest, and then..."



Practice/Reflection Log

Practice: Homework: Story Re-telling

Name _____

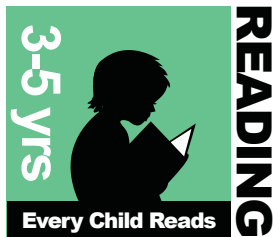
Trainer _____

Observation date _____

Date Due _____

Use this form to plan one lesson for a child retelling a story after reading a book. Next, practice (teach) the lesson. Your partner will observe you using these planned lessons with a child. Finally, use the last page of the form to reflect what you learned from practicing the lessons. *Refer to Handout R-12 for Story Retell Activity Suggestions.*

| BOOK Selected for Retelling: | |
|---|--|
| Describe how the child will retell the story or the story activity you will use | |
| Props or materials needed | |
| Directions child will need (prompts to start or help the child when stuck) | |



Practice/Reflection Log

**Reflection: What I Learned Homework:
Story Retelling**

Complete this form after you have practiced or taught your planned lesson.

What were the children's responses to the strategies?

What will I do differently the next time I use the strategies?

What worked well that I want to remember the next time I use the strategies?

Questions I would like answered about the strategies:



Practice/Reflection Log

Practice Example: Homework: Story Retelling

Name Sally Jo

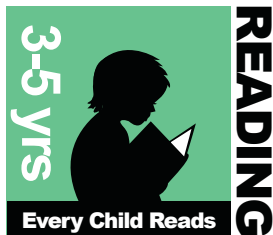
Trainer Janet Trane

Observation date 09/01/06

Date Due 09/10/06

Use this form to plan one lesson for a child retelling a story after reading a book. Next, practice (teach) the lesson. Your partner will observe you using these planned lessons with a child. Finally, use the last page of the form to reflect what you learned from practicing the lessons. *Refer to Handout R-12 for Story Retell Activity Suggestions.*

| | |
|---|---|
| BOOK Selected for Retelling: <u>Goodnight Moon</u> | |
| Describe how the child will retell the story or the story activity you will use | Dramatic play area set up with props for the children to act out the story. Children will be the narrator, bunny, and quiet old lady whispering hush. |
| Props or materials needed | Pictures of moon, light, red balloon, three bears sitting on chairs Stuffed kittens, pair of mittens, clocks, socks, small house, mouse, comb, brush, bowl for mush, stars Blanket for bunny to cover up in pretend bed Shawl and rocking chair for old lady <i>Goodnight Moon</i> book |
| Directions child will need (prompts to start or help the child when stuck) | You can act out the <i>Goodnight Moon</i> story. You can be the bunny, the old lady, or the narrator. Say goodnight to all of these things. (name pictures or objects) Bunny needs to get under covers to sleep. The old lady rocks in the chair. The narrator tells the story. The bunny said good night to _____. The old lady was in the rocking chair whispering hu____ (sh). |



Practice/Reflection Log

***Reflection Example: Homework:
Story Retelling***

Complete this form after you have practiced or taught your planned lesson.

What were the children's responses to the strategies?

The children needed a little more help getting started than I thought they would. When one child's mom came to pick him up, he wanted his mom to be the lady in the chair while he said goodnight to all the things in the story.

What will I do differently the next time I use the strategies?

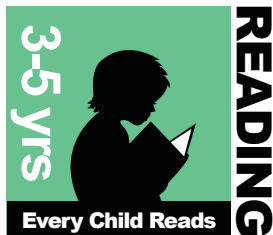
Give some children more prompts.

What worked well that I want to remember the next time I use the strategies?

Have props available. Don't do story retelling with books unless children are really familiar with the book.

Questions I would like answered about the strategies:

What could I do to help my shy children feel more comfortable doing story retelling?



Peer Practice Observation Notes

Name _____

Trainer _____

Observation date _____

Date Due _____

After planning a peer partner's lesson, use this form to observe the partner. Your role is to learn from your partner, not evaluate. Please complete two observations (two planned lessons). Strategy(ies) for children to retell stories:

- Model retelling stories
- Ask children to retell stories

To learn as you watch your partner, write:

| <i>Comments</i> that will help you remember what you want to do when using the strategy. | <i>Child Responses:</i> What did the children say/do during the lesson? How did they respond to the strategies? | <i>Questions</i> you want to ask your partner during the next planning session that will help you learn how to use the strategy (ies) better. |
|--|---|---|
| | | |

Possible Questions to Ask

During a Peer Practice Planning Session

You are the *learner* when you are observing your partner. Ask questions that will help you learn so you can use the strategy more effectively.

As a learner, I would like to know:

1. Which strategies seemed to work best with the children? Why?
2. Which strategies did not work with the children? Why?
3. How would you have used the strategy differently?
4. What are some of the things you are learning from this activity?
5. What surprised you when you used this strategy with the children?
6. What suggestions do you have for me when I try this?
7. What were some of your reasons for making that choice or decision?
8. What are you seeing that tells you that you are getting the results you wanted?
9. Which strategy was the most difficult to use? Why? What would you do next time to make it easier to use?
10. Which strategy was the easiest to use?
11. Where did you get the idea to _____?
12. How has (strategy) helped you prepare for _____ differently than before?
13. How did the children respond to the strategies?